**GTM
\*classical method / prussian method
\*literature and the fine arts
\*exercise mental muscle
\*translation
\*deductive,explicit grammar
\*language equivalents
\*memorization
\*written texts
\*questions about culture
\*composition
\*first\_\_\_\_reading-writing and grammar-vocabulary
\*teacher\_\_\_\_authortiy
\*student\_\_\_\_passive**

**DIRECT METHOD
\*demostration
\*visual aids,relias
\*integrative texts
\*no L1
\*no translation
\*inductive,implicit grammar
\*situations,topics
\*everyday culture
\*dictation
\*map drawing
\*paragraph writing**

**ALM\_\_\_audio-lingual method

\*stimulus+response+reinforcement
\*repitition\_\_\_good habit
\*error-free
\*dialogues,drills
\*teacher-centred
\*conditioning
\*context
\*pattern practice
\*structural patterns
\*overlearn
\*sound system
\*minimal pairs
\*teacher\_\_\_orchestra leader
\*students\_\_\_imitators**

**SILENT WAY
\*inner cirteria
\*rely on each other
\*students' perception
\*peer correction
\*progression, not perfection
\*student attention
\*self-correction
\*no homework
\*linguistic structures
\*4 skills
\*L1 var
\*structured feedback
\*sound,pronunciation,implicit grammar
\*learning at different rates
\*errors are necessary to learning
\*öğretmen\_\_\_öğrenci öğrenci\_\_\_dil üzerine çalışır
\*teaching değil learning önemli
\*learners are active
\*teacher\_\_\_technican / engineer
\*charts**

**DESUGGESTOPEDIA
\*psychological barriers
\*cheerful environment
\*peripheral learning
\*trust / respect
\*songs
\*positive suggestions
\*conscious / subconscious plane
\*native language translation
\*dramatization
\*infentilization
\*errors are corrected gently
\*new identity
\*everyday communication
\*explicitly but minimal grammar
\*vocabulary,grammar,speaking
\*teacher\_\_\_authority**

**COMMUNITY LANGUAGE LEARNING
\*learning is persons
\*learning is dynamic and creative
\*language for communication
\*building community
\*accepting atmosphere
\*nondefensive
\*L1 var
\*initiative and independence
\*nondefensive learning\_\_\_-security,-aggression,-attention,-reflection,-retention,-discrimination
\*choice
\*nonthreatening
\*teacher-student centred
\*grammar,pronunciation,vocabulary
\*human computer
\*teacher\_\_\_\_counselor**

**TOTAL PHYSICAL RESPONSE
\*actions,commands
\*learner response
\*chunks
\*understanding before speaking
\*low anxiety
\*demonstrate,modeling,performing
\*lifestyle of people
\*novelty
\*corection in an unobtrusive way
\*spoeken language
\*tolerance of errors in the beginning
\*introduction is in L1
\*fun
\*teacher\_\_\_\_director
\*student\_\_\_\_imitator**

**COMMUNICATIVE LANGUAGE TEACHING
\*language at he discourse and suprasentential level
\*social context
\*real language use
\*authentic language
\*cohesion,coherence
\*4 skills
\*scrambled sentences
\*picture strip
\*functional syllabus
\*judicious use of L1
\*games
\*teacher\_\_\_\_facilitator
\*student\_\_\_\_communicator**

**CONTENT-BASED APPROACH
\*subject matter
\*scaffolding
\*contextual clues
\*authentic material and tasks
\*adjunct model
\*academic course
\*sheltered language
\*communicative competence
\*specific content
\*related language skills
\*process writing and journal keeping**

**TASK-BASED APPROACH
\*clear outcome
\*jigsaw task
\*authentic and meaningful tasks
\*procedural task
\*padegogic task
\*real-world task**

**PARTICIPATORY APPROACH
\*ongoing context
\*experience-centred
\*collaborative investigations
\*real communication**

**LEARNING STRATEGIES
\*learning experiences
\*to teach language and learning
\*hands-on experience
\*self-assessment
\*transferring knowledge
\*continuing to learn**

**COOPERATIVE LEARNING
\*positive interdependence
\*mixed groups
\*sharing responsibility and accountability
\*academic and social purposes**